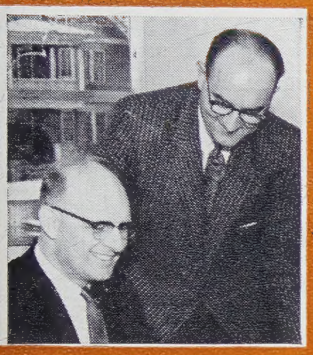
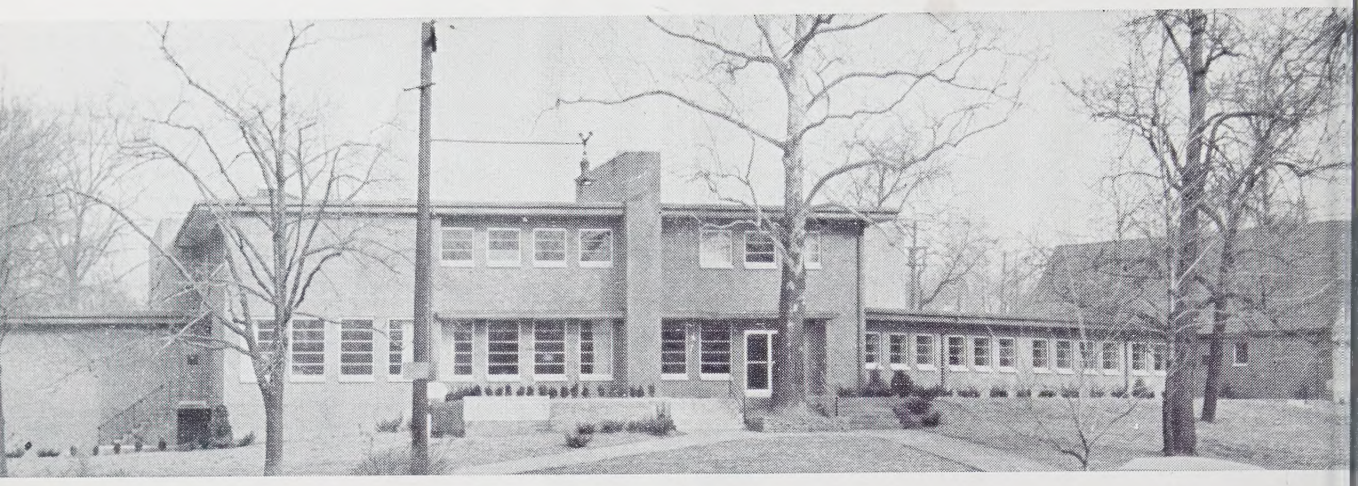
March-April, 1956



15-year dream come true (Story on page 20)

Church and Campus



NEW WESLEY FOUNDATION BUILDING AT OHIO STATE UNIVERSITY HELPS SERVE 6,000 METHODIST STUDENTS.

COVER PICTURES: THE LARGE PICTURE SHOWS LUCAS CHAPEL IN NEW WESLEY FOUNDATION BUILDING (SEE PICTURE AT TOP OF THIS PAGE). SMALL PICTURES SHOW FULL-TIME STAFF SERVING METHODIST STUDENTS AT THIS CENTER. TOP TO BOTTOM, THE REV. DAROLD HACKLER, THE REV. PAUL STOPENHAGEN (STANDING), MISS DOROTHY WHITFORD, AND THE REV. HOWARD JONES.

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Church and Campus

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the CHURCH *and its* COLLEGES

by William P. Tolley

National Association of Schools and Colleges

THE record of Methodist support of Christian education in America is a moving story of heroic sacrifice, courage and faith. In the formative period of the new republic one could take it for granted that wherever there were Methodists, Methodist schools and colleges were sure to be established. For them, this was no luxury. It was a necessity. How else could the minds of youth be turned to the light of Christian truth? How else could society learn respect for Christian values? How else could there be a Christian culture?

The questions answered themselves. The church and its schools, the church and its colleges, set the standards, shaped the culture of the new society and fed the mind and spirit of the nation. Zeal for Christian education was one of the distinguishing marks of the people called Methodists. In proportion to their wealth and numbers the contribution they made to American education is nothing short of phenomenal.

All told, between 300 and 400 schools and colleges have been established under Methodist auspices. This is a record not even remotely approached by any other Protestant denomination. It was the Methodists who established the schools that preceded the public schools. It was the Methodists who provided colleges for frontier communities. Methodists founded and fostered many of the most distinguished universities in the United States. We have played the leading role in theological education. We have contributed more to the education of the Negro than any other religious group. We were the first religious denomination in America to organize a Board of Education. We were the first to organize a University Senate. We have built up a great student loan fund. We have established Crusade Scholarships. We have developed a magnificent program of Wesley Foundations. And, finally, with a few notable exceptions, we have developed strong and steady support by the Methodist conferences of Methodist schools and colleges.

We have, of course, made mistakes. Even in the early years we were better at founding schools than supporting them. In fact, we eventually lost every school and college we founded prior to 1819. Many of these became public schools. Some were adopted by other religious bodies. But, for the record, 142 institutions founded by the Methodists prior to 1819 have been lost to The Methodist Church. On the credit side, we took over two Presbyterian colleges—Dickinson, founded in 1773, and Allegheny, founded in 1815.

One of the notable failures of Methodism was the general education fund of the great centenary program immediately after the Civil War. At that time, nine million dollars were raised for other purposes but only $9,115 for the general education fund. A more serious failure was the absence of financial support by the church during the years when wealthy donors and the great foundations pulled so many Protestant colleges away from their denominational connections by making this a condition to their gifts for new buildings and endowment. Even a little support in these critical years would have kept a number of colleges from cutting their legal ties to the church.

WHEN we launched the long-needed Wesley Foundation program, we failed to organize an equally vigorous program to support Methodist schools and colleges. There was a tendency at that time to take our own colleges for granted. Again, looking backward we can see it was a mistake not to include the universities founded by The Methodist Church in the Crusade for Christ Campaign. In this great church-wide movement only Boston University was recognized initially as having any relationship to The Methodist Church, and this, I assume, was because of its School of Theology.

At the time of the Crusade for

Christ it was apparently the position of Methodism that the universities had outgrown any need for help from the church. This is the familiar and plausible theory that as the wards of the church grow strong they should be given their freedom and turned loose to fend for themselves as children are by parents. But, while it may be true that colleges and universities can survive without the financial help of the church, this does not warrant the conclusion that the church has no responsibility for these institutions or should decline to give them help. Certainly the church still needs the men and women with Christian training provided by the church-related colleges and the colleges need the moral and spiritual influence of the church.

WE have no accurate statistics about the graduates of American colleges but it is obvious that the denominational college furnishes a lion's share of the ministers of the church and far more than its share of teachers, social workers, missionaries and doctors. The record of a church-established university may not be quite as good as that of the small college, but, here again the contribution to religion and education is many times that of its publicly supported counterpart.

The colleges and universities need the influence of the church to help counterbalance the powerful secular influences on higher education. They also need the financial help of the church to strengthen their program of Christian education. Where church ties are weakened, the place of religion is often undermined and lost. In many colleges founded by a Protestant denomination, but now independent of church control, there is great timidity about any expression of loyalty to the Protestant Christian tradition and heritage. Thus, it is not an unimportant matter when denominational influence is lost.

From 1900 to 1940, with the exception of the South and part of the Middle West, the policy of the church was one of limited interest and indifferent support. The church was engaged in a defensive, holding operation. Since 1900 Methodism has lost ten schools and colleges. No new institutions have been established since 1923. We have lost ground steadily both in the legal cutting of ties and in the weakening of religious traditions. We have established no new preparatory schools to match the expansion of parochial schools or to lighten the load of overcrowded public schools.

There has, however, been a turning point for the better, and for this we should all rejoice. Under the leadership of Dr. John Gross and Dr. Myron Wicke of the Board of Education, we are beginning to get the kind of long-range educational planning we should have had long ago. We are also beginning to get a better financial response from the Methodist conferences. More than a quarter of the conferences are now meeting the minimum asking of 50 cents per member. For the church as a whole, 37 cents a member is now earmarked for the support of Methodist colleges. If we exclude receipts from the special fund for race relations and theological schools, 23 cents a member is available for our church-related colleges. The assistance provided by the church has increased tenfold since 1940 and we are just beginning to hit our stride.

WITH all of our blunders we are still, of course, a force to be reckoned with in the field of education. Across the nation we maintain 18 secondary schools, 3 special schools, 23 junior colleges, 71 senior colleges, 10 theological seminaries, and 9 universities, or a total of 134 institutions. If we omit the institutions related to the Woman's Society of Christian Service and the Division of National Missions, we have under the supervision of the University Senate 7 secondary schools, 3 special schools, 18 junior colleges, 69 senior four-year colleges, 10 theological schools, and 9 universities, or a total of 116.

And now, what of the future?

I am not going to repeat what you all know about the coming tidal wave of school and college enrolments. I do venture the opinion, however, that the figures we now use are probably too low and that schools and colleges will not be affected equally by prospective enrolment demand. Colleges of Business Administration will grow faster than Colleges of Liberal Arts. Urban institutions will carry a heavier share of future enrolments than the rural institutions. The strong and well located will be stronger. The weak and poorly located may get a temporary reprieve, but generally their outlook is not encouraging. Moreover, institutions whether strong or weak will find that higher enrolments create new problems of cost in plant and endowment. With the possible exception of the junior college field, higher student enrolments bring no solution of the fundamental fiscal problems.

What is more important to say, however, is that the time is ripe for a forward program by The Methodist Church that will write a new chapter in American education. Like you, I am pleased that the slow retreat by the church appears to be halted. Our back is no longer quite so close to the wall. Reinforcements have been appearing and the outlook is less grim than it was. If, however, the dual system of higher education is to remain strong, if the Christian colleges are to be institutions of the highest quality, if Christian values are to be influential in a culture alarmingly weighted to-

ward material and external values, then the time has come for the church to take seriously its responsibility for Christian education.

For too long we have been taking the position that we have too many Methodist educational institutions. Now we must help our people to see that we have too few. New colleges are needed in many strategic areas. The startling postwar growth of the suburbs of our cities, the explosive population changes in Florida, California, and the Southwest, remind us that wherever America is growing, Methodism should be on the march. This means new schools as well as new churches. It also means more adequate support of the colleges already established.

We are now approaching another General Conference. At this session we shall determine what part of the program of the church shall have special emphasis. There has been the prayerful hope on the part of many that in the coming quadrennium the great theme will be, "The Mind that was in Christ," and that attention will be focused on a program of Christian education adequate for our time.

My personal fear is that our plans are likely to be too timid and small, and that our quadrennium program may prove to be a modest movement instead of a bold and sweeping advance. But, this need not be so. All that is required is to let the church see what is at stake if Christian education in America becomes merely a minority influence at the college and university level as it already is at the elementary and secondary level.

SURELY, the brightest hope of the free world is the Christian message which feeds and strengthens man's inner life. It is the problem of man's inner life which is the point at issue in Western culture. It is the Christian emphasis on man's inner life that has been the saving grace of American culture. Yes, "The Kingdom of God is within you." Without this we see the paradox of Western industrial man—brilliant in material achievements—empty and bankrupt in inner life.

In a provocative essay on "Christianity and Western Civilization Now," Canon V. A. Demant warns us that, "Western civilization is threatened by a decline in the Christian faith on which it is based. For Christianity created a climate in which such things as law and free institutions could grow. When the religious climate disappears, these civilized results not only begin to wither, they often serve merely as a moral decoration which disruptive forces assume as a disguise."

He then goes on to observe that "the whole world, not only Europe, is in danger of synthetic barbarism through the use of Western technique without the Western cultural tradition."

Arnold Toynbee supports the view of Canon Demant. He declares that "while liberty and totalitarianism have been contending at home for our Western souls . . . the Western product that we have exported to the rest of the world is not a liberty born of Christianity but a technology divorced from both Christianity and liberty. . . . We have pushed our way of life all over the face of the planet and have turned everyone else's life upside down. What kind of a revolution has it been? . . . A spiritual revolution of the kind St. Paul started in the Roman Empire? . . . Unhappily no. What the modern West has exported to the rest of the world has not been a new vision of God; it has been the high-pressure power that is generated by a combination of autocratic organizations with applied science. This has been the weapon with which the West has conquered the world and the Eastern victims of the West's imperialism are now beginning to learn how to turn their Western weapons against their former Western conquerors."

These are strong words but they cut to the roots of the matter. Dr. Toynbee may not always be right but he is certainly justified in his doubt as to the survival of Western culture apart from the yeast of religious faith. And, unless in America this yeast leavens the whole lump by the prestige and strength and influence of Christian education, all may be lost—all may go down to darkness.

Yet as Dr. John Gross shrewdly observed at a recent meeting of the University Senate, "The educational situation in America is still fluid." There is still time if we act promptly and with sufficient boldness and courage.

The function of the college and

(*Continued on p. 21*)

SPRING IS DOGWOOD TIME AT MILLSAPS COLLEGE, JACKSON, MISSISSIPPI

QUADRENNIAL report

to General Conference

division of educational institutions

The Board of Education is responsible for all the work associated with education in The Methodist Church. It operates through three constituent divisions. It is unified through what is called the Secretarial Council, made up of the three executive secretaries of the divisions.

The Discipline of The Methodist Church (Paragraph 1351) outlines the responsibility of the Division of Educational Institutions:

1. There shall be a *Division of Educational Institutions*, which shall represent The Methodist Church in all activities connected with secondary, higher, theological, and ministerial education. It shall have an advisory relationship to all universities, colleges, schools, theological schools, and Wesley Foundations affiliated with The Methodist Church. Upon request, it may act in advisory capacity to the educational institutions in the United States, its territories and dependencies, owned or supervised by the several agencies of The Methodist Church.

2. The principal objectives of the division shall be: (a) to develop an educational plan and purpose which shall definitely relate the educational institutions of the church to the church; (b) to foster within these institutions the highest educational standards and soundest business practices; and (c) to create and maintain an atmosphere in the institutions conducive to the development of a Christian philosophy of life to the end that all members of the college and university communities may possess a knowledge and understanding of the Christian faith, and that students may emerge from their educational experiences prepared to witness to the gospel in every area of life.

3. The division shall operate through two constituent sections: the Section of Secondary and Higher Education and the Section of Ministerial Education.

While these directions are general, they do form the axis for the many and varied activities of the division. An analysis of these activities will show that they fall within a well-defined orbit of service. This report indicates the far-reaching influence of the division's work in the church.

DR. GROSS

Enrolments in higher education have reached the highest point in the history of our nation. They are now nearing three million and are about 9 per cent above the previous high mark. The oft-mentioned "tidal wave" of students is already upon the institutions. What this may mean to the future of higher education may be seen from the accompanying chart.

It is safe to predict that enrolments will continue to rise spectacularly. The number of youth available for college will increase 27 per cent by 1960, or from 24,000,000 to 31,000,000.

The democratic ideal of making education available to all who may profit by it has been firmly held sacred by this nation from its inception. Education, our people agree, is an essential for the development of normal youth. This view made elementary education universal during the nineteenth century, and has placed secondary education within reach of the same goal during the first half of this century. In 1900 only twenty out of each one hundred children of high-school age entered high

school and ten of them graduated; now about eighty-five out of each hundred of this age group enter high school and continue through the full four years. This makes the total number of youth available now for college five and a half times greater than in 1900. Today there is a growing belief that higher education is the necessary climax of a youth's educational experience. For this reason, the number of youth of college age who desire to enroll in our educational institutions will continue to rise. How far it will go from the present 30 per cent of the youth of college age during the last half of this century remains to be seen.

These facts suggest the problems confronting our church and its institutions in the years immediately ahead. What share of the increased enrolments can they educate? This is the question confronting every Methodist school and college at the present time, and the answer involves quality and aim as well as financial strength. It is patently a day of decision for both church and college, presenting an opportunity for development which may never be repeated.

The magnitude of the task of the church at the campus of the non-Methodist school is also enormous. Many university churches are holding two services a Sunday to accommodate students, faculty, and townspeople who now desire to attend church. What will happen in these situations within ten years when a further increase of over 50 per cent is certain to come?

Increases this fall again are approximately 10 per cent. Methodist institutions continue to enroll approximately 8 per cent of all United States college and university students. These institutions employ more than 9,000 faculty members. In the fall of 1955 one of every seven students on Methodist campuses was a veteran of World War II or the Korean conflict, the large majority of them veterans of the latter struggle.

Total enrolments in Methodist schools and colleges for 1954-55 were as follows:

	Regular	*Total (including part-time)*
Universities	63,712	124,783
Theological seminaries	3,073	3,455
Senior colleges	52,315	70,877
Junior colleges	4,082	4,596
Secondary schools	2,196	2,346
Others	852	908
	126,230	206,965

The table below points up this development.

Year	*Theological Seminaries*	*Senior Colleges*	*Junior Colleges*	*Total*
1942-43	$187,754	$ 526,259	$ 86,738	$ 800,751
44-45	226,180	747,171	140,639	1,113,810
46-47	249,932	1,030,240	147,866	1,428,038
48-49	296,428	1,253,891	213,961	1,764,280
50-51	390,122	1,672,161	277,386	2,339,669
52-53	741,145	2,090,850	396,433	3,288,428
53-54	745,581	2,385,827	426,995	3,558,403
54-55	792,687	2,699,438	415,801	3,907,926

CURRENT SUPPORT

Great progress has been made in increasing the current support from the church to its colleges.

Shortly after unification church contributions for current support of the institutions were less than a million dollars as in 1942-43. Today these contributions exceed $4,600,000. Much of the gain is the result of the General Conference adopting a goal of 50 cents per member.

It is important to understand the significance of substantial current support from the church. Stable current support from the church is equivalent to endowment income. Present church contributions represent the equivalent of 4 per cent on $115,000,000. Church support, however, means more than endowment. It is the cement which binds the institutions to the church and thus guarantees as much as anything else the Christian character of the institutions themselves.

Even more than for the colleges and universities, current support is critical for Wesley Foundations. For these, endowments are about nonexistent. The total church support for these institutions was $943,901 (1954-55), and represents the giving without which they would go out of existence.

COMMITMENT TO CHRISTIAN EDUCATION

One of the objectives of the division includes the following:

If the church is to be called upon for greater support of its institutions, the church must be convinced that these institutions stand for something in the field of religion and the practices that religion demands.

The charters of our early Christian schools where framed to link church and college in order to establish the Kingdom of Christ

DR. WICKE

in all the earth. The colleges' specific purpose was identical with the purpose of the church, namely, the cause of Christ. The *Discipline* of the Methodist Church printed in 1789 expressed the aim of Methodism's first college, Cokesbury, and makes clear the broad mission of the college:

> . . . forming the minds of the youth, through divine aid, to wisdom and holiness; by instilling into their tender minds the principles of true religion, speculative, experimental and practical, and training them in the ancient way, that they may be rational scriptural Christians.

Since the Division of Educational Institutions is the link between the general church and its schools and colleges, the work of the division must always be measured in terms of its success (1) in binding church and college together, (2) in helping institutions to be worthy of church support, (3) and in encouraging the church to fulfill its historic responsibilities in higher education.

There are signs everywhere that the institutions are drawing closer to the church. In preparation for the anticipated quadrennial emphasis on higher education, the division has asked each educational institution to redeclare itself on such basic matters as its Christian mission and spiritual emphasis, legal relationships to the church, opportunities for service, and its future size and needs.

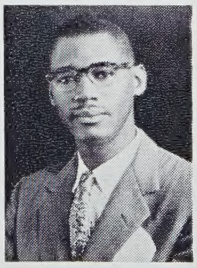
RELIGIOUS INFLUENCE

The effort to bring religious concern into the higher educational process moves on several fronts. In Methodist colleges there is regular consultation regarding goals and administrative policies which mark the institution as Christian. There is continual study and discussion regarding philosophy, content, methodology and courses in religion, and religious activities. There is specific attention to the devotional life, private and corporate, of the college family. There is an increasing effort to discover the relevance of the Christian faith to higher education in general and to the various academic disciplines in particular. To this task Christian teachers are turning from every kind of institution and from every course area. These developments are undergirded by directed self-study; visitation to campuses by teams of consultants and staff members; surveys; regional and national conferences, seminars, and workshops; and the production and circulation of journals, newsletters, study reports, and monographs.

DR. BENDER

EDUCATION OF NEGROES

This quadrennium has presented formidable problems concerning the future of our Negro colleges. The Supreme Court of the United States rendered historic decisions regarding segregation. Some referred to education; others struck at the heart of the traditional and legal patterns of institutional life between the races. It is clear that adjustments will be most difficult in regions where Methodist Negro colleges are located.



DR. THOMAS

While some doubt has been raised about the future of the Negro colleges, it is apparent that these institutions will have a continuing place in the educational program of the church. Without question, all colleges of quality will be required to meet the educational demands of the future. This does not mean that they will continue as segrated schools. None of our schools have charters requiring segregation.

The Division of Educational Institutions is alert to the situation faced by the Negro colleges of the church. Plans are underway to assist them in their planning.

RACE RELATIONS DAY

The offerings made on Race Relations Day now provide two thirds of the support given by the church for Negro colleges. It is gratifying to report that income from this source has steadily increased.

The initial Race Relations offering in 1940-41 amounted to $27,362. Thus, the contributions have multiplied more than tenfold since unification. The significance of Race Relations Day support is that it has made possible a standard of higher education which has produced a high percentage of Negro leaders.

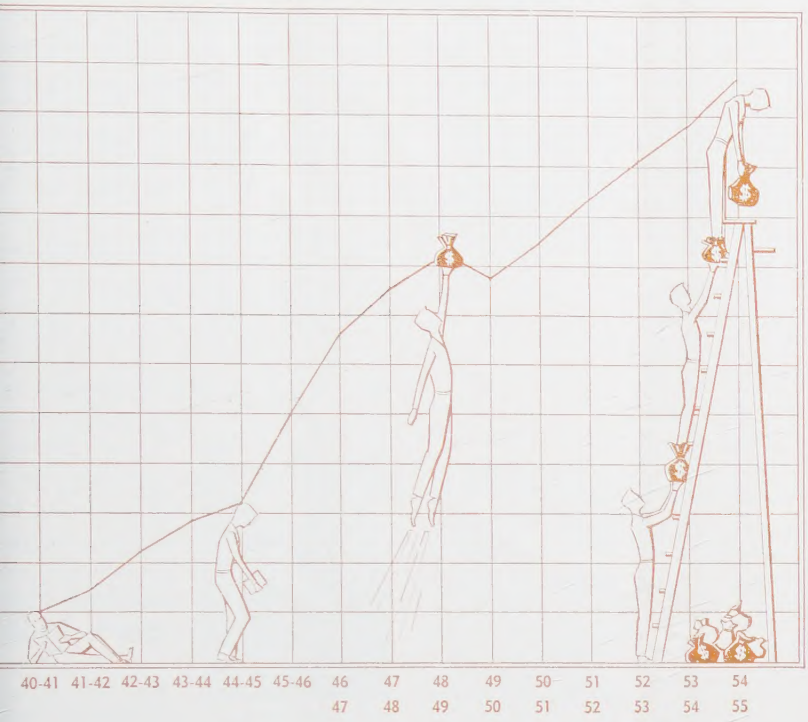
PERSONNEL

The most important factor in assuring quality in an educational institution is the faculty. The trustees of the Ford Foundation, in announcing their grants, stated:

During the quadrennium, Race Relations receipts rose in the following manner:

1951-52	*1952-53*	*1953-54*	*1954-55*
$239,726	$251,613	$269,313	$292,520

Progress of Race Relations Offerings from $27,362 in 1940-41 to over $292,000 in 1954-55



All the objectives of higher education ultimately depend upon the quality of teaching. In the opinion of the Foundation's trustees, private and corporate philanthropy can make no better investment of its resources than in helping to strengthen American education at its base—the quality of its teaching.

Obviously an alert, dedicated teaching staff alone can develop the type of instruction required in a Christian institution. This is a Christian calling second to none.

The Department of Personnel is especially concerned about recruiting teachers and student workers who are both competent and active churchmen. It maintains a continuous search for prospective teachers in all parts of the country. Regular visits are made to leading graduate centers in the nation to enlist the interest of qualified graduate students. Enrolment trends point up the greater demand there will be for qualified teachers. During the past five years the Department of Personnel has placed some 250 individuals in Methodist schools and colleges.

A good deal more needs to be done. The schools working with church administrators must themselves take added responsibility for producing teachers and student workers. To assist in this cooperative program a Personnel Associate is being named in each institution to keep before the student body the cause of college teaching, and to advise the Department of Personnel regarding students who should be encouraged to consider preparation for teaching in a Christian institution or serving as a Wesley Foundation director.

LOANS AND SCHOLARSHIPS

The Methodist Student Loan Fund still represents one of the best long-range investments ever made by the church. About twelve million dollars have been loaned Methodist students since the initiation of the fund 83 years ago. Beginning with $23,426 made in 1866, loans to students rose to $846,773 during the quadrennium of 1948-52. During the present quadrennium loans will reach the all-time high of approximately $1,500,000. Increasing demands are sure to develop in the next decade as enrolments rise.

The division's report to the last General Conference affirmed that the division would regard itself as "derelict to both the church and the board if it does not insist upon repayment of loans made to the extent of legal action if necessary to collect." The division regarded this position as necessary if it kept faith with the contributors whose gifts were made to create and develop a perpetual loan fund.

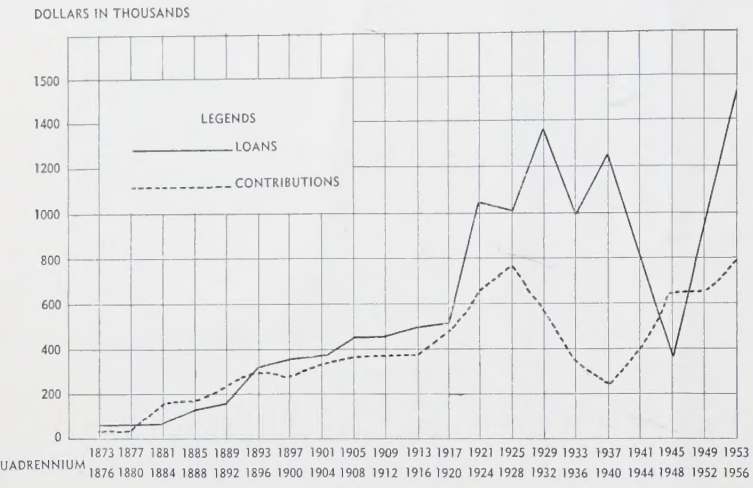
During this quadrennium an intensified program of collections has been instituted. The amount collected this quadrennium over last will be $451,222.40. The history of loans and scholarships is summarized on the accompanying charts.

The National Methodist Scholarship program founded in 1945 has made possible scholarship grants to 4,301 students during its first ten years. The total number of scholarships will reach five thousand during the forthcoming school year. The aim of the program from the beginning has been to nurture leadership for the church, both lay and professional. Studies indicate that this objective is being achieved. Thirty-three and one third per cent of all holders of national Methodist scholarships have entered full-time Christian service as ministers, missionaries, and directors of religious education.

DR. MARTIN

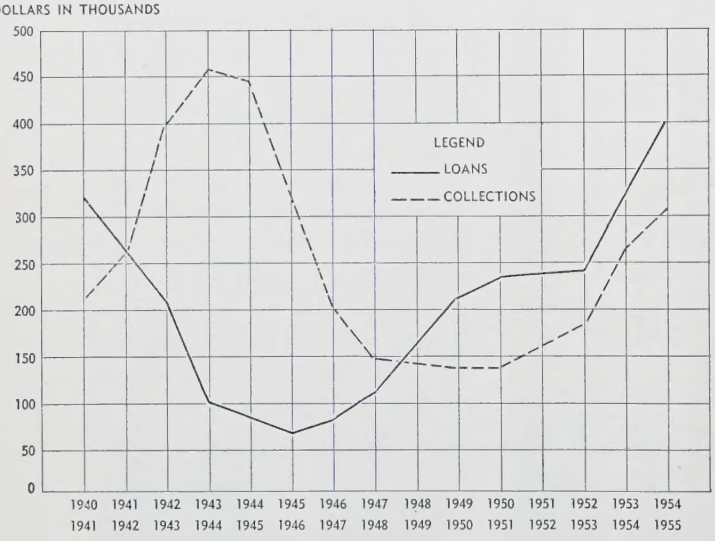
While the program is only ten years old, it has already begun to make its impact upon the church and nation, and promises to become a most powerful force in the life of the church.

COMPARISON OF STUDENT LOANS,
AND METHODIST STUDENT DAY RECEIPTS
1872-1956



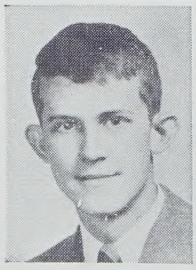
FIGURES FOR 1952-1956 INCLUDE ESTIMATES FOR 1955-56

COMPARISON OF LOANS AND COLLECTIONS
1940-1955



PUBLIC RELATIONS

The *Discipline* requires the division to work in every possible way more definitely to relate the educational institutions of the church to the church. This mutual



MR. JONES

task is being carried on through numerous media. Following the last session of the General Conference the entire list of publications of this division was reviewed. The periodical known formerly as *The Christian Education Magazine* was renamed *Church and Campus*, and given the task of interpreting to the church the needs and achievements of Methodist higher education.

COLLEGE AND UNIVERSITY RELIGIOUS LIFE

For the past seventy-five years, in Europe and in this country, the Christian student movement in colleges and universities has been growing stronger. The particular overemphasis on the student rather than the Christ and the Christian work in which the student is engaged is passing from the scene.

DR. BOLLINGER

The Methodist Student Movement seeks to make Christ the focal center. It encourages the student to cooperate with the faculty, with adult counselors and to work in the church in the Christian community. This involves the wholeness of the church in its approach to the campus. Furthermore, it means the university is considered as a community of people composed of administration, faculty, and students. In a very real sense, a university Christian movement is in the making.

EVANGELISTIC EMPHASIS

The Christian witness in the university should emphasize precision, clarity and purity in such learning disciplines as may be associated with the witness. Increasingly, the spiritual emphasis should look toward the evangelization of the university. This involves witnessing toward a decision, and the winning of persons to Jesus Christ. Only through a mature Christian witness may we expect the evangelization of the university. This implies a theological development to strengthen the faith. The witness also will require experimentation in the arts, resulting in a renewed worship.

ADOPTION OF PHILOSOPHY

As the Methodist Student Movement matured, it became necessary to set down principles on which to operate. This was done by the Methodist Student Workers Association and subsequently adopted by the Division of Educational Institutions, January 12, 1955. Its theological affirmation, principles and objectives of student work concludes as follows:

The evangelization of the campus Christian movement must be relevant to campus experience. This means the transformation of both the individual and the educational milieu. It requires individual commitment to, and experience of, God in Christ; it demands the evangelization of the college or university itself. This concurrent evangelization of the individual and the institution is to be effected by such a transforming experience of the life in Christ that in the college or university persons may be introduced to, and mature in, the knowledge and love of God.

A STUDY PROGRAM

While it is true that there is available through the United Student Christian Council excellent study materials, the Methodist Student Movement, in order to further its own particular emphasis, has produced some significant and important materials.

DR. ORTMAYER

Basic to the study and evangelistic program of the Methodist Student Movement is *motive*. Now in its sixteenth year, *motive* is firmly established as the pre-eminent student Christian publication of the American campus.

MR. KOESTLINE

It has been described by a writer in a non-Methodist journal as "that gem of denominational publications." To meet its responsibility of communicating God's word to the present generation, *motive* has ventured beyond any other church publication in its use of the arts in their modern context.

ECUMENICAL RELATIONSHIPS

The Department of College and University Religious Life cooperates with all ecumenical student agencies. For example, it works with the World's Student Christian Federation through the United Student Christian Council, and the Department of Campus Christian Life of the National Council of Churches, organizations related to the major Protestant agencies at work on American college campuses. Whatever organizational changes may be required, the Methodist Student Movement will maintain its relationship to fellow Christians on campuses in this country and around the world.

EMPHASES AND CONFERENCES OF THE METHODIST STUDENT MOVEMENT

Program Emphases, regarded as normative for most units throughout the nation, are developed each year by the presidents of forty state or similar area units and their adult counselors, coming together in the National Methodist Student Commission.

DR. BROWN

The schedule of conferences under the auspices of the department entails:

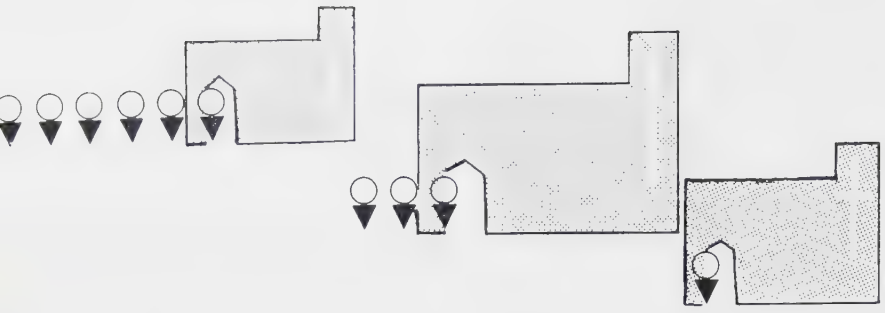
Quadrennial National Methodist Student Conference (next one, 1958)

Regional summer training conferences (*seven regionals for intensive training of local leadership*)

State Student Movement conferences (*inspirational* in nature, held annually or in some cases more *often*)

STANDARDS FOR WESLEY FOUNDATIONS

The Commission on Standards for Wesley Foundations, authorized by the 1952 General Conference, has formulated standards for evaluating and accrediting Wesley Foundations. These aim to lift the level of Wesley Foundation work.



There are now 137 accredited Wesley Foundations; 22 are on a conditional status, working toward accreditation, making a total of 159. There are 103 other units and 23 interdenominational units.

An important responsibility assumed by Wesley Foundations is presenting courses in religion to students enrolled in institutions where such work is not available. At present, 683 separate courses in religion are reported as being offered through 90 Wesley Foundations.

STATISTICAL SUMMARY FOR WESLEY FOUNDATIONS, 1954-55

	Totals	*Number Reporting*
1. Registrations:		
a. Total university	810,044	188
b. Methodist or Methodist preference	144,078	
2. Wesley Foundation contacts:		
a. Vitally affected	25,959	189
b. Casually affected	44,915	191
3. Value of physical plant	$7,073,031	128
4. Current income	$1,224,890	190
5. Current expenditures	$1,190,789	189
6. Vocational recruitment for the Church:		
a. Ministerial students	772	172
b. Life service	821	161
7. CHURCH SUPPORT:		
a. General Conference Benevolences	$ 601,972	191
b. General Board Appropriation	85,913	154
c. Local Church	256.016	160
d. Private gifts and grants	53,978	166

MINISTERIAL EDUCATION

The General Conference of 1952 enlarged the scope of the division's work to include ministerial education. This brought into the division the Commission on Ministerial Training which had operated as a separate unit, and the Methodist Association of Theological Schools which was an independent organization. The latter still exists as an organization, but the Department of Theological Schools now carries, in addition to many of its previous duties, the work of relating the whole program of theological education to the church. The Section on Ministerial Educational Education now includes both theological schools and in-service training.

Their duties have been correlated and increasingly the two parts of the work of ministerial education are meeting the distinct requirements that are upon them. The responsibilities for the division's work in ministerial education include ministerial recruitment, the educational preparation of men for the ministry, relationships with the Conference Boards of Ministerial Training and Qualifications in all matters pertaining to procedures and records, Selective Service exemption, schools and programs of continuing education and inspiration for the ministerial members of the annual conferences, and interdenominational relationships such as the Committee on the Ministry of the National Council of the Churches of Christ in the U.S.A.

The study of ministerial needs of The Methodist Church as discovered by the Section on Ministerial Education shows that the church will need in the immediate future 1,200 new men annually for replacement and 1,600 additional each year in order to meet the expansion opportunities brought about by the unprecedented increase in population. (*Details of this study are to be found in the Report of the Study Commission on Theological Education.*)

It is necessary for the church itself to have an awareness of the magnitude of our ministerial needs. The Section on Ministerial Education during the forthcoming quadrennium is taking steps to develop an integrated program of recruitment in order to help the church obtain the leadership essential for its work. To this task it summons the help of the Conference Boards of Ministerial Training and Qualifications.

DEPARTMENT OF THEOLOGICAL SCHOOLS

The major responsibility of the Department of Theological Schools has been a study of Methodist theological schools and the church's

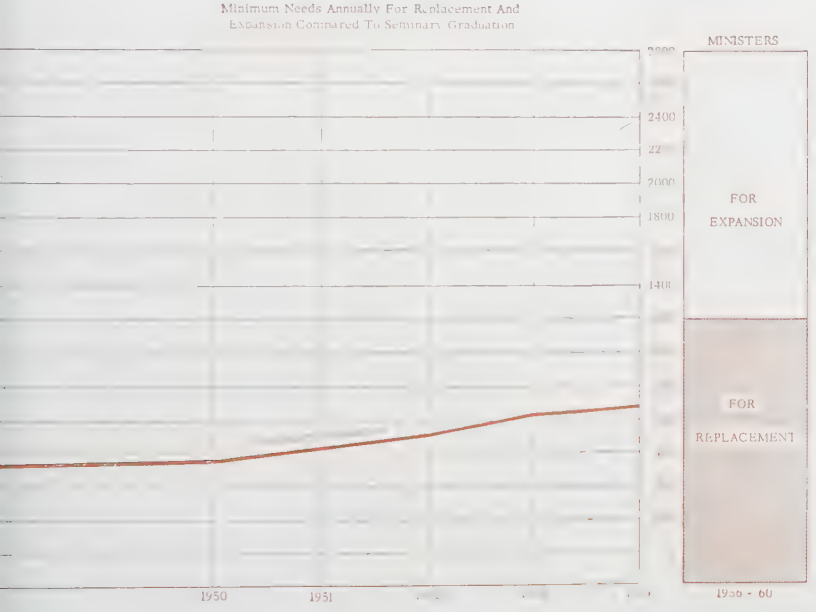
DR. MCCULLOH

needs in the area of theological education as ordered by the General Conference of 1952. This study undertook to discover (1) the optimum size and expansion potential of our ten Methodist theological schools, (2) the number of men being trained in non-Methodist schools and the adequacy of their programs (consideration was given also to the possibility of limited financial support for such schools), and (3) whether or not there is need for the establishment of new Methodist theological schools. A report of this study together with its conclusions and recommendations was adopted by the Board of Education in January, 1956, and approved for presentation to the General Conference.

Since 1952 an amount equal to 8.9 per cent of the World Service dollar up to a ceiling of $800,000 per year has been apportioned to the theological schools. A significant advance has been made in Methodist theological education during this quadrennium. Increased financial support provided through World Service funds has made possible the improvement of the whole educational program. Thirty-five new faculty members have been added, plans for pensions have been carried out, and all of the libraries greatly enriched.

The Dempster Graduate Fellowship program has also been developed to provide fellowship assistance for outstanding graduates of Methodist seminaries who have gone on to postgraduate study with a view to teaching religion in our colleges and universities, or in our theological schools. In the first two years of the program eight Dempster Fellowships have been awarded. Two Dempster Fellows have already received their Ph.D. degrees.

The new position of the theological schools in the church has strengthened relations between the theological schools and the various boards and agencies, and the public relations of the schools within the church at large. The new relationship between the church's agencies has been mutually profitable.



GUIDING PRINCIPLES

The philosophy that underlies this extensive program development is simple. It is that the church needs to grow closer to its theological schools and the schools to the church in support, understanding and service. Further, the schools can serve the church better as they cooperate more closely among themselves. This can be accomplished without endangering the freedom which the church and the schools must accord each to the other in the great tradition of unity, liberty, and charity within which Methodism stands.

DEPARTMENT OF IN-SERVICE TRAINING

The Methodist Church must depend upon the "approved supply pastor" for a sizable share of its 6,000 pastoral appointments. The work of training a large segment of this group constitutes one of the major responsibilities of this department. Since the tenure of service of the approved supply pastor is considerably shorter than that of the conference member, the training program must be continuous. Due to the shortage of regular conference members additional recruits to the supply ministry are being added each year.

DR. SPANN

The plan for training approved supply pastors has now been broadened to include supply pastors' schools. These are schools of four weeks' duration in which a pastor may complete one year of the required course of study. The department now operates fifteen approved supply pastors' schools.

SUPPLY PASTORS' SCHOOLS

A large program of correspondence school work has also

been carried on during the quadrennium. It has long been evident that this plan of instruction should be encouraged only as a substitute for the approved supply pastors' school. The educational obligations upon us require a more adequate educational approach. Correspondence work will be continued for ministers who are unable to attend the approved supply pastors' schools.

OTHER SCHOOLS AND CONFERENCES

The Methodist Church expects its ministry, however well trained, to continue to grow "in grace and knowledge." Consequently, it maintains forty-six Pastors' Schools for all the ministers. In 1955, approximately 10,000 of the 23,000 ministers serving pastorates attended Pastors' Schools.

The two biennial Conferences of Chairmen and Registrars of the Conference Boards of Ministerial Training have created uniformity in the requirements for the ministry in the conferences and the status of the approved supply pastors. These workshops have also given a wider understanding of, and concern for, the ministerial needs of The Methodist Church.

The Washington Graduate Seminar for one minister from each annual conference has proved most valuable in training a representative from each conference. They secure off-the-record data from Washington officials and agencies which enable them better to understand the church and government relationship on national and international affairs.

THE AMERICAN UNIVERSITY

The General Conference of 1952 took an especially significant step in the field of higher education when it acted to draw The American University in Washington, D. C., into closer relationship to the church. From the very beginning in 1893 when the beautiful site of seventy-eight acres was purchased by Bishop John Fletcher Hurst, General Conference after General Conference passed resolutions endorsing the idea of a national institution in our capital city, but made no provision for active support until the 1952 General Conference. This action was predicated upon (1) a proposal for the change of the charter of the institution and (2) a pledge of financial support to the extent of $100,000 a year for four years—$50,000 from World Service funds and $50,000 from the Board of Education.

Largely as a result of this action, Dr. Hurst R. Anderson, then president of Hamline University in St. Paul, Minnesota, agreed to assume the presidency of this institution and to carry forward the program for a national Methodist university. By congressional action, the charter was changed so that all trustees of the institution are elected by the Board of Education of The Methodist Church. The trustees are expected to administer the affairs of the university in the interest of The Methodist Church and Christian education. Failure to do so means that the title to all property, both real and personal, will be automatically transferred to the Board of Education of the church.

The unique relationship between the Board of Education and The American University thus created by congressional action is perhaps the most significant thing that has happened in the field of Methodist higher education for many years. What the university becomes in Washington depends wholly upon the vision and the determination of the church at large. The importance of this relationship cannot be overestimated, for no educational institution can prosper in the nation's capital—a political center and not an income-producing center—without national support of some kind. The realization of this has been the reason for the success of the Catholic university which is supported by the Catholic Church to the extent of $1,250,000 to the current income every year.

When the present quadrennium opened, the financial control of the institution was loose and ineffective; the budget was out of balance by $230,000 annually. By the end of the first year of the new administration, with the assistance of the $100,000 contribution from the church, other gifts, and stringent economies, the budget was balanced. The institution has been reorganized administratively. The academic position of the university has been improved. Three buildings have been constructed, two of them dormitories built with federal loan funds which are being amortized from income which the buildings themselves produce. One classroom building was constructed from the gift of a Washington family. Two additional dormitories are being built with federal loan funds. Ground will be broken soon for the enlargement of the library building. Considerable remodeling and refurbishing have been done to get the plant in a better position for the anticipated enrolment growth. With the help of the church and other sympathetic and enthusiastic friends, able strides have been made in this four-year period. Plans are being projected for the School of International Service which has been a long-time dream.

Related to the strengthening of the university itself have been decisions made by two boards, (1) The Sibley Hospital board to move the hospital and the school of nursing to the university campus. This is a $6,000,000 enterprise and will help build a strong hospital and school of nursing in Washington. A campaign for the final $1,000,000 needed for the hospital development is now going forward. (2) The board of governors of the Westminster Theological Seminary has agreed

to move the institution to the campus of The American University and start operating there in the fall of 1958. Plans are now being made for the development of a nine-acre plot of ground which has been deeded to the seminary. Two buildings will be ready for occupancy in the fall of 1958.

A model of the entire campus development plan, including the hospital and the seminary, will be on display during the entire General Conference.

LOOKING TOWARD THE NEXT QUADRENNIUM

The Division of Educational Institution is looking hopefully toward the forthcoming quadrennium with the expectation that an emphasis on higher education will more closely link the church and its educational institutions across the nation.

At present there is a widespread sentiment for an emphasis on Christian higher education. Never will we be able to find a more propitious time to strengthen the ties that bind our schools to the church and to care for their financial needs. Enrolments in higher education, as reports show, have already started upward and they will continue to rise. This nation is about to write a new chapter in the history of higher education and our church must be an integral part of the movement.

There is a genuine desire in every part of our church for an increase in leadership to help it meet the enlarged responsibilities brought by the nation's increase in population. Also associated with this need is our nation's program for assisting the undeveloped parts of the world with their health, educational, agricultural, and industrial problems. The threat of a scarcity of trained technicians is giving our educational and scientific leaders deep concern. American colleges and universities will graduate between 1950 and 1960 approximately 900,000 engineers and scientists. During the same period the Soviet Union expects to graduate 1,200,000 scientists and engineers. This expected increase in Soviet manpower can soon outnumber ours in many critical areas.

All this has many serious implications for the Christian Church. Its responsibility in reaching the prospective leaders for foreign service becomes more acute when viewed from the present development in foreign affairs. Obviously, the number of persons who possess, in addition to their technical qualifications, an acceptance and sympathetic understanding of Christian goals for life should be increased. This means that the church must strengthen every approach it is making to higher education. *The significance of student evangelism for this generation must be recognized if the church is to be important in influencing the cultural outlook of our world.*

Intimately connected with all this is, of course, the importance of securing leadership for the churches and the agencies connected with their work. The division is operating upon the assumption that in the increased enrolments the number of persons going into Christian work will also increase. Yet this will not be adequate. *If the church is to rise to the demands upon it, it must have more than the "normal" number of youth volunteering for Christian work.* How to reach this goal should be one of our deepest concerns.

THEOLOGICAL SCHOOLS

One emphasis which must be increased is the *recruitment and guidance of highly qualified candidates for the theological school of the church's ministry.* The church cannot expect her theological schools to expand their facilities unless qualified candidates for admission are available in increased numbers. On the other hand, the recruitment of a largely increased number of qualified candidates for the ministry for whose theological education there were no provisions would be an equally untenable procedure. Recruiting and preparation of qualified candidates for seminary admission and the expansion of facilities for theological education must be the major emphases of the Department of Theological Schools for the years immediately ahead. *Increased financial support is essential* from the church at large to provide for the imperative expansion of school plants and programs of ministerial education.

FINANCES FOR COLLEGES

How much will it cost to care for the essential needs of the schools and colleges of the church? A comprehensive study made by the Council for Financial

MR. GEIER

MR. BLAIR

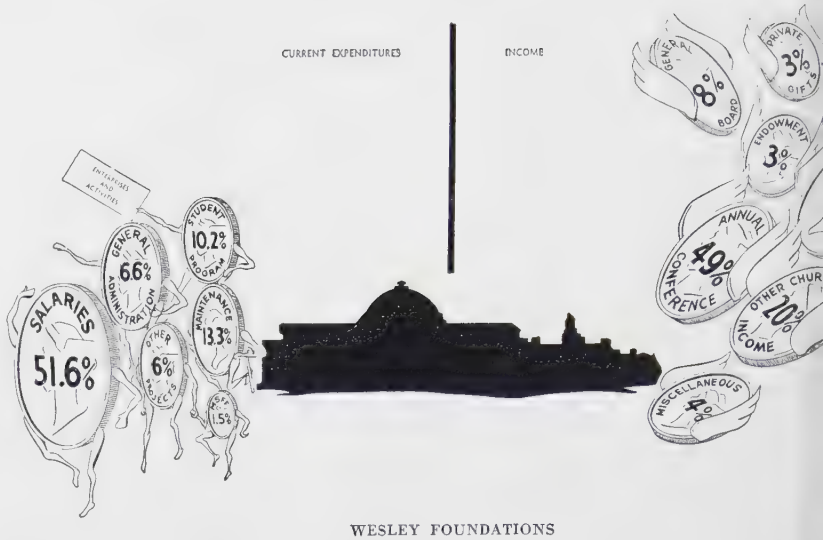
Aid to Education in 1955 estimated that the average church-related college would require for new buildings and improvements by the early 1960's at least $1,500,000. While there is no such thing as an "average" institution, preliminary studies indicate that Methodist senior colleges alone will need approximately 150 million dollars for buildings and improvements.

Capital funds do not represent the whole problem. Much more current support will be required to strengthen the institutions internally. The study referred to

above estimates that for every dollar needed for buildings, a matching dollar must be secured for endowment. *Only such stable income can assure the support required for recruiting and maintaining strong faculties.* The point has been recently dramatized by the unprecedented grants to private colleges and universities by the Ford Foundation aimed especially to increase faculty salaries. Methodist educational institutions received over $25,000,000, more than 10 per cent of the entire Ford grant to schools and colleges. This seems handsome, but when broken down into actual salary increases, it means something less than a 4 per cent raise in the salaries of teachers in Methodist colleges and universities. These salaries, as all those in higher education at present, are a shame to the educational world. The church's interest in its institutions must be immeasurably greater than that of a secular agency.

RESOURCES FOR WESLEY FOUNDATIONS

While there has been some significant progress during the last two quadrennia in the total program of the Foundations, new advances must be planned and accomplished. If we conclude that 30 per cent of our youth of college age will continue to go to college, we may expect an increase of two million in our educational institutions in 1970, or a total of 4,500,000.



WESLEY FOUNDATIONS

UNIVERSITY SENATE

The University Senate is an independent body of "practical educators" composed of twenty-one persons, of which eleven are elected by the Board of Education and ten by the Council of Bishops. The senate was established by action of the General Conference by the Methodist Episcopal Church in 1892. The senate is one of the oldest accrediting agencies in the United States.

The University Senate, while an independent body, works in close cooperation with the Division of Educational Institutions. The executive secretary of the division serves as executive secretary of the senate. It has always regarded its responsibilities to be much wider than accreditation. Its fundamental task is to help the schools and colleges to be worthy members of the academic community and effective instruments of the church.

Members of the University Senate are:

President Hurst R. Anderson, The American University, Washington, D. C.

President James P. Brawley, Clark College, Atlanta, Georgia

*Dean Clarence Tucker Craig, Drew Theological Seminary, Madison, N. J.

President A. Hollis Edens, Duke University, Durham, N. C.

President Matt L. Ellis, Hendrix College, Conway, Arkansas

President Lowell S. Ensor, Western Maryland College, Westminster, Md.

Professor S. A. Hamrin, Northwestern University, Evanston, Ill.

President M. J. Holmes, Illinois Wesleyan University, Bloomington, Ill.

President Nelson P. Horn, Baker University, Baldwin, Kansas

President Russell J. Humbert, DePauw University, Greencastle, Ind.

I. Present status of situations on tax-supported and independent campuses where Wesley Foundations are located:

1. Present enrolment, 1954-55		683,936
Fall of 1955		737,175
2. Methodist-preference on these campuses		135,879
3. Methodist responsibility		18.4 per cent of total enrolment
4. Expected enrolment:		
a. in five years	867,539	Methodist-preference 159,646
b. in ten years	1,041,497	Methodist-preference 191,635
5. Value of present building program within next five years on campuses where Wesley Foundations are now serving		$828,100,175

II. Financial resources needed for increased student bodies, 1965-70: (present minimum estimate)

1. Funds needed for new buildings	$3,849,000
2. Funds needed to enlarge buildings	$1,096,100
3. Basic minimum needs (beyond present budget):	
a. Additional for annual budget	$ 431,368
b. New funds for building purposes	$5,406,400

* Dean Clarence Tucker Craig died August 20, 1953, and was replaced by Headmaster Ralph W. Decker, Wyoming Seminary, Kingston, Pennsylvania.

Chancellor Umphrey Lee, Southern Methodist University, Dallas, Texas

President D. A. Lockmiller, University of Chattanooga, Chattanooga, Tennessee

President W. F. Quillian, Jr., Randolph-Macon Woman's College, Lynchburg, Virginia

President W. J. Scarborough, West Virginia Wesleyan College, Buckhannon, West Virginia

President Hubert Searcy, Huntingdon College, Montgomery, Alabama

President E. W. Seay, Centenary Junior College, Hackettstown, N. J.

President G. Herbert Smith, Willamette University, Salem, Oregon

Chancellor W. P. Tolley, Syracuse University, Syracuse, N. Y.

President Goodrich C. White, Emory University, Emory University, Ga.

President W. W. Whitehouse, Albion College, Albion, Michigan

President Ralph L. Woodward, Central College, Fayette, Missouri

During the quadrennium (1952-1956) the senate has been less and less concerned with problem institutions, and has turned its attention increasingly to long-range planning and strategy. Nevertheless, since unification the record of Methodist schools and colleges in improving their academic standing is phenomenal. Today there are only *four unaccredited* senior colleges on the senate list and only *two* junior colleges. At the time of unification, there were still *forty-one unaccredited* Methodist schools and colleges. The senate has set for its goal the accreditation of every Methodist educational institution during the coming quadrennium. Throughout the quadrennium the senate has continued its close study of individual institutions.

The president of the University Senate has been President Goodrich C. White of Emory University. The executive secretary of the Division of Educational Institutions, Dr. John O. Gross, has been executive secretary of the senate, Dr. Myron F. Wicke, recording secretary.

TRENDS IN CONFERENCE MEMBERS AND SUPPLY PASTORS

Holding Appointments

THE CHURCH AND THE FOUR-YEAR COLLEGE

AN APPRAISAL OF THEIR RELATION

BY GUY E. SNAVELY

HARPER & BROS., NEW YORK, 1955

A review by Stanley Martin, Board of Education

Dr. Snavely has made a significant contribution to Christian higher education in his book, *The Church and the Four-Year College*, for by means of it he has helped reaffirm the spiritual basis of higher education. His book is primarily an attempt to show the relationship of the church to the historical development of colleges from the earliest colonial period. The book also gives brief insights into the development, scope and program of higher education in each of the major Protestant denominations as well as in Roman Catholic colleges. His confident outlook regarding the continued contribution of the church-related college is encouraging, and his plea for a re-examination of our philosophy of education is prophetic. His ten-year platform for a college will be of special interest to churchmen and educators alike.

The Church and the Four-Year College is essentially an appraisal of relationships without the development of a comprehensive philosophy of Christian higher education. However, underlying the historical data is a deep appreciation for religious values, particularly as reflected in the lives of our early educators. The book will be a valuable and helpful resource for all who are interested in Christian higher education.

The following quotations will suggest the author's comprehension of the subject matter, and will provide resource material for use in the local pulpit.

> The church and the four-year college have been the chief agencies responsible for the rapid rise of the United States to its prominence as a world power.
>
> Colleges and schools are truly the intellectual manufactories and workshops of the nation. . . .
>
> The evolution and the ups-and-downs of the church-related college in the United States have depended mostly, if not completely, on prevailing economic, political, and social conditions.

Harvard University, the first church college in the United States, was established in 1636. The reason given for the establishment of the "college" or "schoale" was: "One of the next things we longed for and looked after was to advance Learning and perpetuate it to Posterity dreading to leave an illiterate Ministry to the Churches when our present ministers shall lie in the Dust."

The first endowed chair of theology was established at Harvard University in 1721 as the result of a gift by Thomas Hollis, a wealthy Baptist merchant in London. The Hollis professorship was "for the education of poor, pious, and able young men for the ministry."

Students were subject to strict discipline in the colonial period and "even the president of Yale was supposed to box the ears of a freshman in chapel when he deemed it necessary."

> The second president (of Princeton University), the Reverend Aaron Burr, was the father of the notorious Aaron Burr whose fame and renown as a statesman turned to ill-fame after his duel with Alexander Hamilton.

The Reverend George Whitefield exerted wide influence on Harvard, Yale, and the University of Pennsylvania. An inscription at the University of Pennsylvania, written by Benjamin Franklin, carries the following statement: "Zealous advocate and patron of higher education in the American Colonies. The Charity School of 1740, the beginning of the University of Pennsylvania, was a fruit of his ministry. . . . His integrity, disinterestedness and indefatigable zeal in prosecuting every good work, I have never seen equalled, and shall never see excelled."

The Articles of Incorporation for Berea College, an outgrowth of antislavery in eastern Kentucky, contains the following statement: "This college shall be under an influence strictly Christian, and

as such, opposed to sectarianism, slaveholding, caste, and every other wrong institution or practice."

Alexander Campbell outlined his philosophy of education in 1840 in the following manner: "Men, and not brick and mortar, make colleges, and these colleges make men. These men make books, and these books make the living world in which we individually live, and move, and have our being. . . . They create the men that furnish the teachers of men—the men that fill the pulpit, the legislative halls, the senators, the judges and the governors of the earth."

John Wesley expressed his concern over the establishment of Cokesbury College by Bishops Coke and Asbury in his last letter to Asbury, September 20, 1788: "But in one point, my dear brother, I am a little afraid both the Doctor and you differ from me. I study to be little; you study to be great. I creep, you strut along. I found a school: you a college! Nay, and call it after your own names. O beware, do not seek to be something! Let me be nothing, and 'Christ be all in all!' "

The church maintained a monopoly in the establishment of colleges for 149 years, from the founding of Harvard in 1636 to 1785 when the University of Georgia received a charter from the state.

The chief protagonist of this point of view was Thomas Jefferson, who felt also that the colleges were ignoring the poor boys and continuously catered to the sons of the rich.

The occasional evolution of a church college into a state institution is by no means a presage of what the future holds for higher education in the United States. It certainly does not indicate the fulfillment of the dire prophecy of the President's Report on Higher Education issued in 1948, where it was surmised that the days of the independent colleges may be numbered.

The church-related colleges blazed the trail in organizing and developing strong professional schools.

Milton Eisenhower stated in his presidential address to the annual meeting of the Land-Grant College Association, "It is the private institutions that set traditions, the standards of academic freedom in America. . . . If private institutions were ever to disappear, the politicians would take over the universities, and there would then be neither educational freedom nor any other kind."

RESEARCH

Jobs for college graduates in 1956 will reach highest peak in recent years and salaries will be higher than at any time in history.

These statements, indicating continued industrial and business economic optimism, were contained in tenth annual nationwide college employment survey released by Dr. Frank S. Endicott, director of placement, Northwestern University, Evanston, Ill.

Employers reported they will seek about 30 per cent more college men than they hired last year. In engineering fields, demand for college men is up 47 per cent, reflecting increased backlog of unmet needs from previous years.

Demand in other fields is greatest for men with training in general business, sales, and accounting.

Jobs for women are fewer in business and industry but employers reported need for women with secretarial training or majors in chemistry or mathematics.

SO THEY SAY

"This is what higher education is about: to serve society by manning the frontiers of progress and by pointing beyond society to the divine source of human good. Good universities are not luxuries in a free society. They belong among the very few necessities without which a society will lose its freedom and its virtue. To be a good university, it must be free—free to find and to share the truth, free to examine and sift the wide range of human wisdom, free to discover, in vital community, the meaning and power of faith, free to unite sound learning and vital piety."

—Albert C. Outler in "The Two Halves of Freedom," December, 1955, *Mustang* of Southern Methodist University.

"The small, Christian, liberal arts college stands as a bulwark against (the) trend toward mediocrity. It does this first of all as it accepts (the) responsibility as an educational institution, giving priority to its academic program. By the attention of its administration and faculty, its wise expenditure of available funds, the academic aspect of the institution will be given its proper emphasis. It will seek to provide its students with that knowledge which is true and relevant, to equip them with adequate skills, to cultivate their abilities and wholesome attitudes, and enable them to discover a genuine faith in human progress based on spiritual values. It will seek to enable the student to know and understand himself in the environmental world in which he lives, the society of which he is a part, and what the finest contribution is that he can make to God and his fellow man."

—Carl C. Bracy in "President's Corner," The Mount Union College Bulletin, November, 1955.

ohio state W. F. . . . . .

STUDENT EXECUTIVES OF VARIOUS UNITS AT OHIO STATE'S WESLEY FOUNDATION

Ohio State University—which annually enrolls more Methodist students than any other school—has a new Wesley Foundation building.

On January 29, 1956, the $300,000, brick Methodist Center at the Ohio State University was formally dedicated by Bishop Hazen G. Werner. Also present were Bishop James C. Baker, founder of the Wesley Foundation movement, and Dr. H. D. Bollinger, director of the Department of College and University Religious Life of the Board of Education.

Located on the site of the old Indianola Student Center, the new building climaxes 15 years of effort on the part of the Methodists of Ohio to provide adequate facilities for the ministry to students at Ohio State University.

The main floor of the building is designed to make the staff available for counseling and to meet the needs of students. Facilities include a lounge, a dining room seating 70 persons, modern kitchen, storage space, coat rooms, and a telephone booth for student use. Also on the main floor is a multipurpose auditorium seating 400 persons which can also be used as a recreation facility. The auditorium can be divided by modernfold doors so that on a given Sunday the rear section can be used as a dining room and the front section for the evening program of lecture or discussion. Wesley Players is especially interested in the 24′x30′ stage and adjacent dressing room facilities.

The outstanding example of Christian stewardship of both time and possessions shown on the part of Mr. and Mrs. Ralph M. Lucas in making this building possible is recognized through the beautiful chapel named in their honor. This place of worship, seating 125 persons, is used for small group worship services and private meditation.

Staff offices and a large student workroom for the seven participating units of Wesley Foundation at Ohio State University complete the first-floor layout.

Wesley Foundation must take a larger responsibility for teaching religion to the 6,000 Methodist students who come to Ohio State University each year. In addition to a small lounge, named in honor of Director A. Darold Hackler, the second floor contains two large classrooms for Christian education purposes. The library, also on

he second floor, provides space or study and resource materials sed in the Wesley Foundation rogram.

The basement includes facilities or Ping-pong, shuffleboard and able games. Also there is a dark room for photography fans and an arts and crafts room where scenery is made and posters are prepared.

This new Wesley Foundation building will enable Methodism to better meet its obligation to its students. Total registration at Ohio State this year will be over 25,000, of which more than 6,000 will be Methodist. It is expected that by 1956 the enrolment will be 42,000 of which 9,000 to 10,000 will be Methodist.

THE CHURCH AND ITS COLLEGES

(*Continued from p. 5*)

niversity is to stimulate critical hinking. The business of the college and university is the development of intellectual power, and ve believe this is developed best n an atmosphere of freedom.

There are many who believe we an preserve this atmosphere of reedom only by observing strict eutrality toward values, ideals, nd the great branches of organized religion. I have examined his position but I am not convinced. I am reminded of the familiar words in the eighth chapter f John, "If ye continue in my vord, then are ye my disciples indeed; and ye shall know the ruth, and the truth shall make you ree." We should remember the ntire verse and recognize quite rankly that in our search for ruth we carry with us a deeply ooted belief in the Fatherhood of loving God and a brotherhood f free men who should know vhat is good and what is evil.

THERE is a beautiful story in he eighth chapter of Mark's Gospel. "And he cometh to Bethsaida, nd they bring a blind man unto im, and besought him to touch im.

"And he took the blind man by he hand, and led him out of the own; and when he had spit on is eyes, and put his hands upon im, he asked him if he saw ought.

"And he looked up and said, I see men as trees, walking.'

"After that he put his hands gain upon his eyes, and made him look up: and he was restored, and saw every man clearly."

For me this is a parable of Christian education. The first touch of the teacher may not be enough. We may still see men as trees. But, as the influence of the teacher is continued we see men as men and trees as trees.

Is there not the suggestion here that what we see depends in part on where we stand, what we look for, and what we bring to our vision in faith? I do not see how we can escape a point of view in our search for truth. We shall not profit ourselves by throwing away our heritage of faith or of discarding our Christian frame of values.

In his "Adventure of Ideas," Alfred North Whitehead notes that, "Every problem which Plato discussed is still alive today. Yet there is a vast difference between ancient and modern political theories. For we differ from the ancients on the one premise on which they were all agreed. Slavery was the presupposition of political theorists then; Freedom is the presupposition of political theorists now."

For establishing the modern premise of freedom, Whitehead gives our Methodist forebears the credit. "In an age of aristocracy in England," he notes, "the Methodists appealed to the direct intuitions of working men and of retail traders concerned with working men. In America they appealed to the toiling, isolated groups of pioneers. They brought hope, fear, emotional release, spiritual insight. They made the conception of the brotherhood of man and the importance of men, a vivid reality. They had produced the final effective force which hereafter made slavery impossible among progressive races."

The Quakers and others played their part too in the final victory, but we can rejoice that Methodists did so much to change the value systems of the world and to make freedom a part of our heritage.

But I am deeply troubled about the future of higher education in America if it should become strictly neutral toward values and ideals and completely secular. Neutrality is spiritual bankruptcy. Neutrality is disaster not only for us but for the world.

For the next fifty years America will educate the leaders of scores of countries. On the campuses of American colleges—as President Mordecai Johnson of Howard University likes to remind us—we shall train the general staff of the human race.

Professor Whitehead puts it this way: "The Aegean Coastline had its chance and made use of it; Italy had its chance and made use of it; France, England, Germany had their chance and made use of it. Today the . . . American states have their chance. What use will they make of it? That question has two answers. Once Babylon had its chance, and produced the Tower of Babel. The University of Paris fashioned the intellect of the Middle Ages."

What is at stake is the shape of the future. What is still possible is the salvation of the world.

At Our Methodist Colleges

■ The Porter Family Memorial Auditorium and Fine Arts Building has just been completed on the campus of Wesleyan College, Macon, Georgia. This new, $750,000 air-conditioned building will provide Wesleyan with modern fine arts classrooms and studios, two art galleries and a 1,129-seat auditorium.

The building will not only be used for college classrooms, assemblies, chapel services, and convocations, but also for outside musical, artistic, and dramatic productions, which will be shared with the Macon public.

On the upper level of the new building is the large functionally designed auditorium with its huge 40′x30′ stage and its comfortable seats, which have been carefully placed to afford perfect vision for everyone. At the front of the auditorium will be installed the famous Candler organ, an almost priceless instrument which was originally in the home of Judge John S. Candler. It has a bass diapason that is second only to the Mormon Tabernacle organ.

The Comer Art Gallery is located in the two wings on the outside of the auditorium. One of the wings houses the paintings of the Cowles Myles Collier Collection which were given to the college some years ago by Mrs. E. T. Comer, daughter of Mr. Collier, who later left money for the galleries as a bequest. The other gallery will be used for visiting exhibits.

On the lower level of the split-level building are the classrooms and studios of Wesleyan's famous School of Fine Arts. All walls in the piano and voice studios have been acoustically treated, as they have been in the larger informal recital hall, adjacent to the studios. Also on the lower level are the office of the dean of the school, some dressing rooms, and a small kitchen for serving at teas and receptions.

The initial gift amounting to $355,000, which made this new building possible, was a bequest of the late James Hyde Porter of Macon, who died in 1949. Last year the citizens of Macon and Bibb counties completed a campaign which raised $120,000 for the building, but a $150,000 debt still remains.

Taking sixteen months to build, the Porter Family Memorial Building contains some 325,000 bricks and 323 tons of structural steel. The beam which supports the balcony is 62 feet long, weighs 17,685 pounds, and has over a ton of rivets in it. It took two freight cars to carry it to the college and four steel derricks to put it in place.

The building was first used for a religious service—an all-college vesper service—Sunday afternoon, January 29, 1956. The first large public performance was The Ballet Theater, January 31. The formal opening was set for March 6, with Bishop F. Pierce Corson of Philadelphia speaking on "Christianity and the Fine Arts."

■ After flying in high hurdles, low hurdles, pole vaults, high jumps, broad jumps and performing as Union College's anchor man in track relays, Gerald Swim has decided upon Christian ministry as his career.

Swim's swift-moving legs did much to win Kentucky Intercollegiate Athletic Conference in track last year. His records in K.I.A.C. include top figures for high jumps and high hurdles. Continually bettering himself with high high hurdle record, Swim tied K.I.A.C. record his freshman year with speed of 15.6. His sophomore year he exceeded this with a 15.5 mark and last year he topped record with new low of 15.4. Swim holds the top K.I.A.C. record for high jump with leap of 6′ 3/8″.

Union's relay team with Swim as anchor man missed within seconds beating all-time K.I.A.C. relay record last season.

Completing his senior year at Union College, Barbourville, Ky., this athlete from Cambridge City, Indiana, originally preparing to coach sports, is planning to enter seminary next year.

■ Emory University School of Business Administration will expand graduate work in September to include education for careers in hospital administration, making Emory first university business school in South to offer such training. Program possible with aid of $130,000 to be awarded over four years by W. K. Kellogg Foundation, Battle Creek, Mich.

■ A civic concert orchestra of 40 amateur musicians organized in Carlisle, Pa., by Dickinson College as public service. President W. W. Edel envisions orchestra as stimulus to community's cultural life and college's music program. Musicians from many walks of life and from college faculty and student body comprise membership. Conductor is Nancy Page Smith, instructor in music at Dickinson.

■ Wofford College after June 1 will require new students applying for admission to begin college

work, to take entrance examinations prepared by Educational Testing Service of Princeton, N. J. "Entrance examinations," said President Pendleton Gaines, "will help assure us that successful applicants are prepared for college work."

■ Snead Junior College students and faculty donned working clothes for clean-up session recently on Boaz, Ala., campus. After group-sing led by President Virgil McCain, students divided into work groups, each supervised by a faculty member. In addition to general cleaning, clearance of scrap iron and old radiators brought enough money to buy water cooler for Administration Building and other equipment. One room redecorated and furnished as lounge for faculty.

■ Centenary College, Shreveport, La., given some $450,000 early in 1956. This third largest gift ever presented college was bequest from Robert J. Bynum, New Orleans. Trustees will designate purpose for which it will be used.

■ Tennessee Wesleyan College's chapter of Future Business Leaders of America awarded first prize at group's national conference in recognition of most unique project undertaken by any college in nation. TWC project was "Skills-Plus Clinic" held last spring.

■ A program to help provide Texas and Southwest with career men in civic government and administration inaugurated at Southern Methodist University. Cooperating city managers and councils of Dallas, Garland, Grand Prairie, Irving, Mesquite, and University Park approved idea of internship system where graduate students would get paid-on-the-job training while studying.

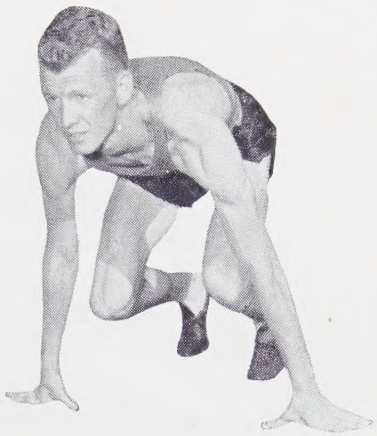
First summer session: work full time, attend one seminar on campus; regular school year: work part time, carry nine semester hours. Average pay at year's end —about $1,800. During second summer session: full time devoted to writing Master's thesis.

■ The Mississippi Foundation of Independent Colleges, nonprofit corporation, formed by Belhaven College, Blue Mountain College, and Methodist-related Millsaps College.

Purposes: "To further cause of higher education and culture within State of Mississippi; . . ."

■ Allegheny College to increase tuition to $750 a year in September. Increase amounts to $52.50 per semester. Letter to parents of present and prospective students noted semester charges for dormitory rooms and board remain at $95 and $180 respectively.

■ MacMurray College's answer to "the coming tidal wave of students" expected over the country within next ten years is new college for men, announced Founders' Day, October 7, 1955, by action of Board of Trustees. School will be on separate but adjacent campus.



GERALD SWIM—FUTURE MINISTER

Chairman of Board's development committee, which presented resolution favoring creation of men's college, was Milburn P. Akers, executive editor, Chicago *Sun-Times*, whose great-grandfather, Peter Akers, proposed establishment in Jacksonville, Ill., of a college for women in 1845.

■ Four presidents of Methodist-related colleges inaugurated during fall term: John H. Dawson at Adrian College, Adrian, Mich.; D. Arthur Zook at Kansas Wesleyan University, Salina; D. Frederick Wertz at Lycoming College, Williamsport, Pa.; and Melvin W. Hyde at Evansville College, Evansville, Ind.

■ Died: David D. Jones, president emeritus of Bennett College, Greensboro, N. C., January 24. Leading Methodist educator, he served Bennett as president from 1926 until retirement in October, 1955.

NEW AUDITORIUM AND FINE ARTS BUILDING, WESLEYAN COLLEGE, MACON, GEORGIA

Methodism's Own Theological Schools

● The deans and presidents of the ten Methodist theological schools have unanimously approved the recommendation of the Study Commission on Theological Education for the expansion of the schools to meet the needs of the church in the field of ministerial education. The Report of the Study Commission was presented to the administrative officers of the Methodist seminaries at the semiannual meeting of the Association of Methodist Theological Schools in Cincinnati, Ohio, January 12-13, 1956. The Study Commission report was approved by the Board of Education on January 20, for recommendation to the General Conference. Proposals for expansion of the ten Methodist theological schools call for an increase of enrolments to 4,300 students in the B.D. or equivalent degree program as a major part of the 4,800 seminary students to be accommodated if the church is to have 1,200 seminary graduates annually for its ministry.

Ministers' Week of Graduate Lectures at Iliff, January 31-February 3, featured Bishop Edwin E. Voigt, Dr. Julius Seelye Bixler and the Reverend A. Dudley Ward. The three themes were "The Old Testament and Preaching," "What Does Reasonableness in Religion Mean?" and "The Church and the Social Scene."

President Harold F. Carr gave an address on "Theological Education for Parson and Layman" at the Iliff Alumni Banquet during the Colorado Annual Conference immediately preceding Ministers' Week.

Featured in the Minister's Week program at Perkins School of Theology were Dr. Eugene L. Smith, Executive Secretary of the Board of Missions, in the Fondren Lectures; Dr. James T. Cleland, Professor of Preaching, Duke Divinity School, in the Peyton Lectures; and Dr. A. T. Mollegen, Professor of Christian Ethics, Protestant Episcopal Seminary of Virginia, in the Jackson Lectures. The Twenty-first Annual Ministers' Week was held February 6-9.

The Duke Divinity School Seminar, January 16-17, centered attention on "Corporate Worship in the Church." Dr. Clarence A. Seidenspinner and Dr. R. P. Marshall participated in the leadership of the seminar in addition to Dr. J. J. Rudin, II, and Dr. James T. Cleland of the Divinity School faculty.

New members of the faculty at Emory University Candler School of Theology are: Dr. Martin Schmidt and the Reverend John Lawson in Church History; Dr Paul Worley in Church Administration and Religious Education; Dr. Merrill Parvis in New Testament Greek. Dr. Parvis is director of the International Greek New Testament Project, recently transferred to Emory University from the University of Chicago.

Dean Walter G. Muelder is the newly elected president of the Association of Methodist Theological Schools. Other officers are Dean William R. Cannon, vice-president; President Harold F. Carr, executive committee member; and Dr. Gerald O. McCulloh, secretary-treasurer.